



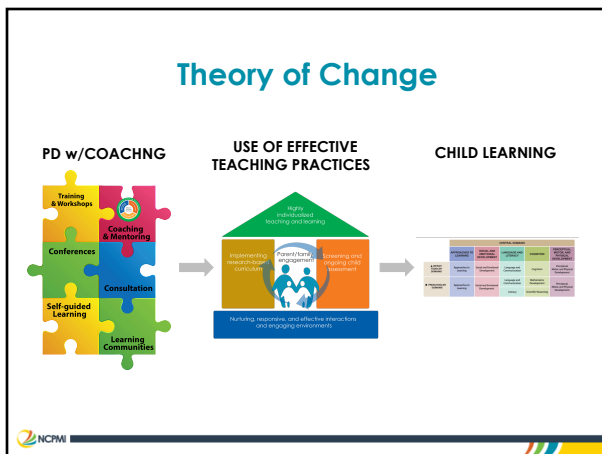
Supporting Teachers to Use an Effective Practices: An Evidence-Based Approach

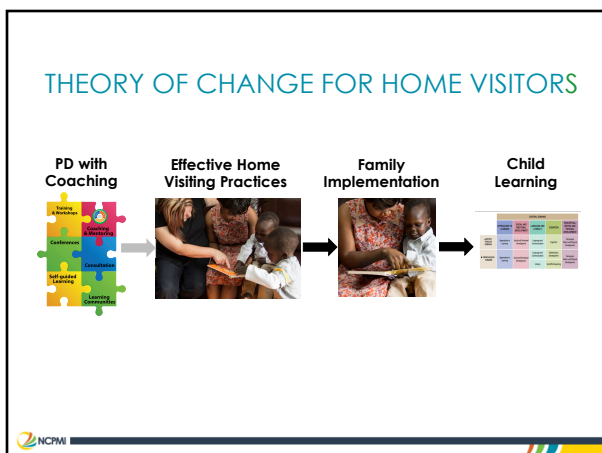
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Session Presented at the Tennessee Department of Education Early Childhood Summit
July 2018

National Center for
Pyramid Model INNOVATIONS
ChallengingBehavior.org





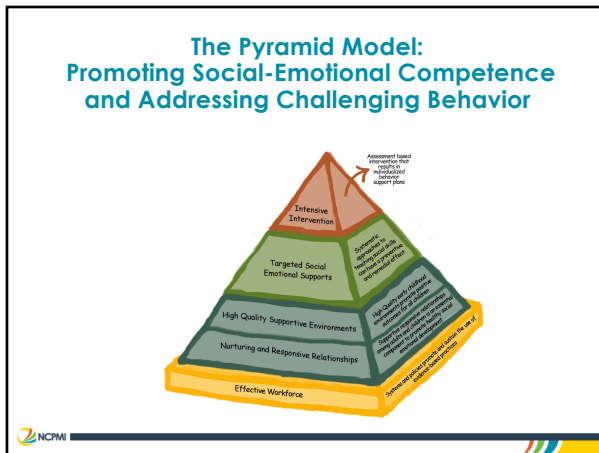


Estimated Coaching Outcomes*

TRAINING COMPONENTS	OUTCOMES		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+ Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

*Note: Adapted from "Student Achievement Through Staff Development," by B. Joyce and B. Showers, 2002, p.78. Copyright 2002 by the American Society for Curriculum and Development.





Status of Pyramid Practices in EC Classrooms

	TPOT study N=50		Potential Efficacy Trial N=40		Distance coaching N=33		Efficacy Trial N = 92	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Red flags	3.0	0-11	3.75	1-10	2.13	0-7	3.23	0-11
Percent of indicators	39.1%	14% to 73%	38.24%	16% to 74%	39.87%	14% to 66%	48.27%	19% to 86%

NCPWI

Professional Development Intervention

- Intervention teachers received:
 - 3 days of training (19.5 hrs)
 - 4 implementation guides
 - Implementation materials
 - Practice-Based Coaching
16 weeks (Efficacy Study)
M = 94 min observation, 34 min debrief
- Control teachers received training at end of study

NCPWI



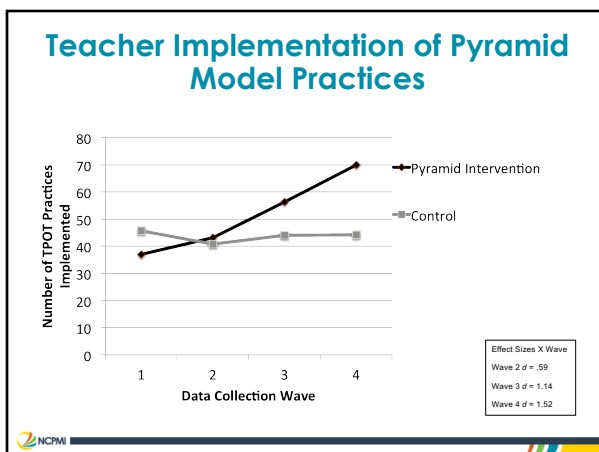
Coaching Fidelity

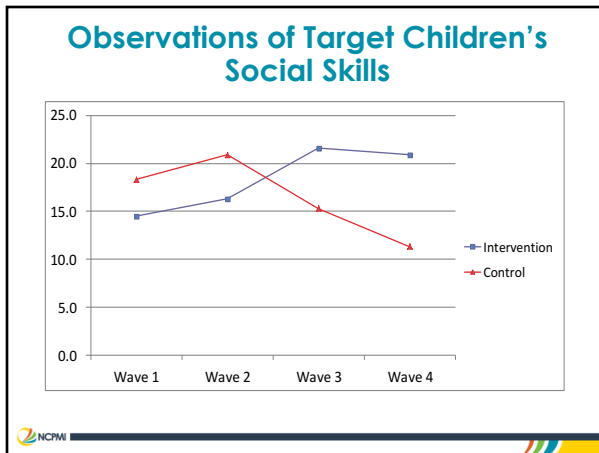
	Fidelity			Inter-rater agreement on fidelity		
	Mean	SD	Range	Mean	SD	Range
Across sessions	93.71%	10.33%	40.00-100.00%	90.83%	11.58%	40.00-100.00%

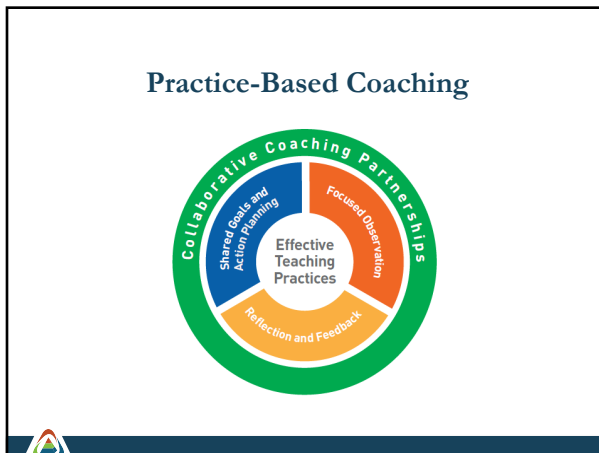
What do we know about the coaching:

1. Adherence to the model (e.g., feedback in each session)
2. Standard dosage
3. Content addressed and strategies used in each session
4. Teacher satisfaction

NCPWI







Practice-Based Coaching

*Practice-Based Coaching is a cyclical process for supporting the use of effective **practices** that lead to positive outcomes for children. The coaching-cycle components are*

- (1) planning goals and action steps,
- (2) engaging in focused observation, and
- (3) reflecting on and sharing feedback

about teaching practices. Practice-Based Coaching occurs within the context of a collaborative partnership.

NCPWI

Teaching Practices

Specific statements of the actions and behaviors of teachers or home visitors that support child learning.



What is a “Practice”?

- Observable action or behavior of a practitioner or family member
- When implemented with fidelity, has been demonstrated through research to be positively associated with child engagement, development, or learning or desired family outcomes
- Explicitly defined and illustrated

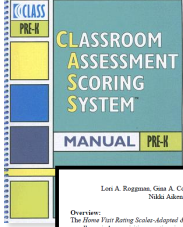
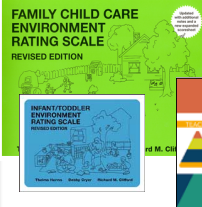
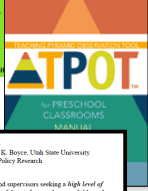


Practices

- Use a wide range of simple words in communicating with children
- Imitate and expand on what children say and do
- Encourage toddler to initiate to another child
- Comment on children's emotions using emotion words
- Use a warm, responsive tone, making eye contact and smiling
- Provide toddlers with opportunities to make choices



Direct Observation

Home Visit Rating Scales-Adapted & Expanded: HOVER-A*

Lori A. Roggman, Gina A. Cook, Vonda K. Jump, Mark S. Isaacson, Katie Chazanaron, Lisa K. Boyce, Utah State University
Nikki Adams, Kim Boller, Diane Paulsell, & Kristin Hildgren, Mathematica Policy Research

Overview:
The *Home Visit Rating Scales-Adapted & Expanded (HOVER-A)** measure is designed for practitioners and supervisors working a high level of excellence in home visiting practices in programs aiming to help parents to support the early development of their infants and young children. As an extension of HOVER-A (Roggman et al. 2010), which was an adaptation of the original HOVER (Roggman et al. 2000) measure, HOVER-A* has the improved ease of use of HOVER-A, along with the full range of rating scores of the original HOVER. All versions of HOVER emphasize a developmental parenting support approach that respects each family's strengths and culture. The HOVER measures were developed with input from practitioners and supervisors in home visiting programs and are aspects of home visiting quality that are supported by the research literature in various home visiting programs. HOVER measures have been used to provide feedback to practitioners and supervisors for program improvement.

NCPWI

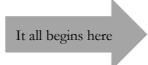
Child Assessment Data




NCPWI

Practice-Based Coaching* Framework

It all begins here





*Adapted from the National Center for Quality Teaching and Learning, 2012
<http://edc.ohs.ac.lhs.gov/hsle/tra-system/teaching-center/development/coaching.html>

NCPWI

Creating a Coaching Climate

- How do you create a climate where coaching is something teachers want?
- How do you decide who gets coaching and how much?
- How do you use data to guide your coaching and decision making?
- How do you maintain confidentiality?



Characteristics of a Collaborative Partnership in PBC

- Shared understanding about the goals of coaching
- Shared focus on Professional Development
- Rapport
- Choice
- Ongoing communication and support
- Celebrations



Building Relationships/ Developing Coaching Partnerships

- Orientation to coaching
- Focus on professional development
- Clarifying expectations
- Review of agency/program policies and procedures related to coaching issues
- Understanding individual provider's strengths, learning style, culture and needs



Initiating the Relationship (cont.)

- Willing to partner, not coerced
- View coaching as beneficial
- Understand coaching will be support, not evaluation




Coaching Agreement

Coaching Agreement

Read through and discuss each item and check off those you agree to incorporate into your coaching partnership.

I, as the Coach, agree to:

- ☐ Be respectful and supportive of the teacher by being punctual and, when possible, provide assistance as requested.
- ☐ Observe goals and action plans with the teacher based on needs that both the teacher and coach have identified and agreed upon.
- ☐ Schedule, plan, and facilitate focused observations and coaching sessions.
- ☐ Provide support by:
 1. sharing resources,
 2. providing models of effective teaching practices,
 3. observing the teacher to correct practices,
 4. providing supportive and constructive feedback.
- ☐ Remain transparent about their evaluation and available, to the maximum extent possible, a supervisor/colleague coaching and performance evaluation.
- ☐ Other agreement(s): _____

I, as the Teacher, agree to:

- ☐ Actively engage in coaching sessions by:
 1. listening to strengths and needs,
 2. setting boundaries,
 3. sharing pertinent information,
 4. reflecting, listening, and identifying goals.
- ☐ Collaborating with the coach to determine steps for achieving those goals.
- ☐ Be open to being observed and receiving feedback.
- ☐ Be open to changing and learning.
- ☐ Apply and analyze new teaching practices with the support of my coach.
- ☐ Other agreement(s): _____

Coach's Signature _____
Date _____

Teacher's Signature _____
Date _____

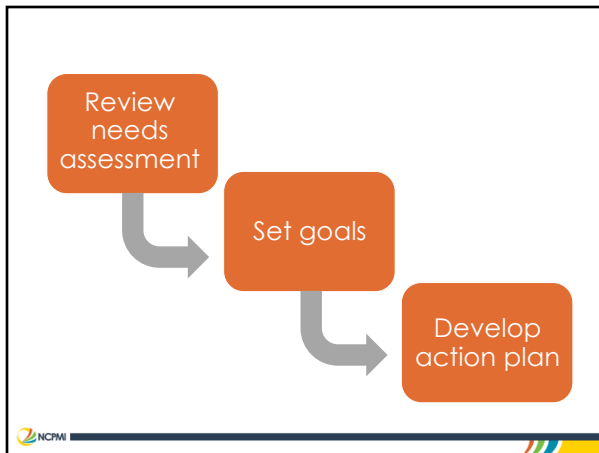



Shared Goals and Action Planning



- Using tools and other information to determine needs
- Setting shared goals
- Developing an Action Plan



Identifying the Specific Practices that will be the Focus of Coaching

- What do we want children to learn?
 - School readiness goals
 - Early Learning Standards
 - What else?
- What practices do we need to implement so that children will learn those skills?
- Where do we find those practices?

Strengths and Needs Assessment

- Used to gather information about **practices that will be the focus of coaching**
 - Specific statements of the actions and behaviors of teachers
- For example
 - Use a wide range of simple words in communicating with children
 - Imitate and expand on what children say and do
 - Encourages toddler to initiate to another child

Strengths and Needs Assessment Forms

- Completed by the Coach and Teacher
- Complete it to inform the development of the initial action plan goal and then periodically when updating the action plan goal(s) and at the “end” of coaching



Example Strength and Needs Assessment

- Practices observable and measurable
- Practices stated clearly and describe what the teacher needs to know or be able to do



Needs Assessment Formats

Practice	I am doing this... Not at all All the time					I want to do this... Not at all All the time					Difference between current use and desired use
I clearly teach, explain, and review the classroom rules and behavior expectations with children.	1	2	3	4	5	1	2	3	4	5	

Practice	Never	Seldom	Sometimes	Usually	Always	Change needed?	Priority rank	Notes
Do you clearly teach, explain, and review the classroom rules and behavior expectations with children?	1	2	3	4	5			

Practice	I am comfortable using these practices.	I would like to use these practices more often.	These practices bring out the best in my students.
I clearly teach, explain, and review the classroom rules and behavior expectations with children.			

Practice	When I use this practice I feel...			
	I need some help to use it correctly.	I am comfortable using this practice.	I am confident using this practice.	I don't use this practice.
I clearly teach, explain, and review the classroom rules and behavior expectations with children.				

Practice	I am comfortable using these practices.		I would like to use these practices more often.		How much support do I need to help me use this practice?			
	Yes	No	Yes	No	A lot	Some	A little	None
I clearly teach, explain, and review the classroom rules and behavior expectations with children.								

Needs Assessment



GOAL

Once you have gathered information about a coachee's use of effective practices, you can work together to set shared goals.



Why Are Shared Goals Important?

- Give teacher and coach a common starting point
- Create shared expectations
- Identify teaching practices that are the focus of coaching



Goal Setting

- Goal setting refers to a collaborative process in which a teacher & coach select and write goals based on identified needs
- Well-written goals facilitate coaching
- Goals should be *specific, observable, & achievable* within a defined time frame



Sample Goals

- I will prompt children to initiate to their peers during play in the classroom and outside
- I will give children specific opportunities to make choices of materials, toys, books throughout the day
- I will use emotion words to describe children's feelings and my own feelings during routine and play activities



Refine or Improve

- Learn more about the practice and try it out.
- Do it more often.
- Do it better.
- Do it differently.





Once you have established the goal, develop an action plan outlining the steps needed to achieve the goal.



What Is an Action Plan?

- An action plan is a “working” document that describes:
 - Goal(s) that will be the immediate focus of coaching
 - Planned actions or action steps that will be taken to achieve those goals
 - An explicit statement about how you will know when a goal has been achieved
- An action plan might also include supports or resources needed and a timeframe for completion



Teacher: _____ Date: _____

Action Plan

Teaching Practice Action Plan

The goal I will work on in my classroom:

Steps to achieve this goal:	Resources needed:	Timeline:
1.		
2.		
3.		
4.		

Review Date: _____

☐ I know I achieved this goal because:

☐ I am making progress toward this goal and will keep implementing my action plan

☐ I need to change my plan to achieve this goal by revising the goal or changing the action steps



Possible Goal and Action Steps

- Goal: I will learn about two strategies to promote peer interactions (peer buddies and my turn/your turn game) and I will plan and implement an activity for each strategy.

Action Steps	Resources
Read about and watch video examples of what these strategies look like	Center on the Social and Emotional Foundations for Early Learning website (videos and tip sheets)
Discuss with Sandra in which activities I could try to use these strategies	Sandra observes classroom activities to identify a good starting point
Sandra videotapes when I use these strategies in an activity, reviews, and discusses how it went	Video camera
Write lesson plan for implementing the activities	Time to write lesson plan

How will I know when I have achieved this goal?

I will know I have achieved this goal when I have implemented an activity for each strategy in at least 7 days over two weeks.



Teacher: 20301 & 20302Date: 05/08/18Coach: AM

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...
Teachers will label emotions (ANS) point out child's words, facial expressions, voice tone, body language, etc. related to their current emotional state or the emotions of others (characters or real people), especially with positive emotions.	Give feedback related to emotions (labeled, described, and track instances, including if positive or negative).	Chart to track (AM)	ongoing	Each child has had an emotion labeled AND described at least one time per day for two consecutive weeks.
	Teachers label and describe their own feelings in response to a child, or children's behavior at least 2 <i>per day</i> for each teacher.	Opportunity to engage with children	ongoing	
	Individual support for child, T, to help reduce crying in the classroom. - Give positive attention 3-5 times per day when T is not crying - Begin modeling 1-2 word requests, especially to help T acquire words as a more appropriate way to communicate	Time to engage with T one-on-one, or with peers when T can observe Time w/ teaching team to develop strategies Opportunities to practice strategies	ongoing	
	Individual support for child, CC, to help increase positive interactions w/ peers. - Model asking for an object, toy, or turn in activity - Guide peers in suggesting object or action for CC to use or participate	Opportunities to engage w/ CC and one or multiple peers	ongoing	

Notes:



Action Planning Form

Teacher: 209&210

Date: 3/8/18_____

Coach: A_____

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...
Teachers will provide multiple opportunities for children to make clear choices during structured activity and free play.	Plan for intentional opportunities for providing choices	Time to discuss with team Email with examples (A)	3/15	When teacher provides each child with a choice over the course of 2 days for 2 consecutive weeks.
	Practice providing choices during free play	Time with children	3/15	
	Track how many choices provided to each child over the course of a week	Checklist of children's names and days (A) Time to document	3/15, 3/22	
Notes:				



Focused Observation

- Gather and record information about teaching practices specified in action plan
- Gather data to display or summarize
- Use coaching strategies to support teacher's implementation

[illegible]

Focused Observation

- *Methods* to gather and record
 - Take notes
 - Coaching log / note taking forms
 - Videotape
 - Allows for shared review and reflection
 - Benefit for coach
 - Supports distance viewing



Focused Observation

- *Content* to gather and record
 - Running record of events
 - Be objective
 - Specific
 - Take specific data related to action plan goal
 - Turn taking
 - Positive comments
 - Child engagement



Focused Observation

- Other strategies during observation may include:
 - Modeling targeted practices
 - Engaging in brief problem solving discussion
 - Offer suggestions or prompts



PRE-OBSERVATION

- Complete the action plan.
- Agree on time to observe.
- Determine what data will be collected and how.
- Agree on observation coaching strategies.



Coaching Strategies During Observation

- Side by side verbal or gestural support
- Problem solving discussion
- Videotaping
- Modeling
- Other help in the classroom



Teacher:		Coach:	
Date:	Time spent in observation:	Time spent in meeting:	
Observation focus:			
What I observed:		What I want to share:	
Follow up needed:			

- Time spent
 - Observation
 - Debriefing
- Observation focus
- What I observed
- What I want to share
- Follow up needed



What to Avoid...

This is so cute! I like that every snowman is different.

She is relying on too many worksheets.

This is too hard for the kids.



Reflection and Feedback

- Reflect on observation & data
- Give & receive feedback
- Support & problem-solve
- Identify additional supports & resources



Reflection

- Encourage, affirm & acknowledge
 - Strengths-based
- Conversational & reciprocal
 - Open-ended prompts
 - Then provide structured feedback based on reflection
 - Grounded in data/observation
 - Connected to action plan
 - Combine challenges and support



Reflection Starter Phrases

- Objective Questions
 - What happened when _____?
 - What have you tried with _____?
- Interpretive Questions
 - Why do you think _____?
 - What do you think would happen if _____?
- Comparative Questions
 - Knowing that, what would you do next time _____?
 - How did that compare to _____?



Feedback

- Encourage, affirm & acknowledge
 - Strengths-based
 - Direct, specific, and non-attributive
- Conversational & reciprocal
 - But grounded in data/observation
 - Connected to action plan
 - Reflective questions can help



Effective Feedback



- Planned
- Focused
- Supportive
- Constructive
- Intentional
- Specific



Non-attributive Feedback

• **Attributive**

- You are so patient.
- You are so thoughtful.
- I love how creative you are, the art activity was great.

• **Non-attributive**

- You waited 10 seconds for Emily to get the puzzle piece in and when she did it, she was so proud.
- I saw that you thanked your teaching assistant for helping several times. That provides a great model for the children.
- Using the glitter with the paper flowers and photographs really kept all the children engaged in the activity.

TYPES OF FEEDBACK

Supportive Feedback



Constructive Feedback



Feedback is grounded in data



Supportive Feedback

Based on staff's completion of correct examples of coached practices OR general positive aspects of staff's behavior.

"You used descriptive praise with Carlie when you said, 'You helped your friends by picking up toys and putting them away'."

Supportive Feedback

Based on staff's completion of correct examples of coached practices OR general positive aspects of staff's behavior.

"You found just the right moment to offer her that resource."



Supportive Feedback

- "You really got it when you ____."
- "I noticed that you did ____, that really worked well for having the parent follow the child's lead."
- "It was great to see ____."
- "I saw you do _____. It was a perfect example of _____."



Constructive Feedback

Helps staff expand or adjust practices.

"I noticed that you asked an open-ended question of Carlie and she could not answer it. Some of the children are not yet ready for that level of question. I wonder what might be a simpler alternative."



Deliver a Constructive Message

1. Start with what you observed regarding the targeted practice.
2. Give information and suggestions for improving the practice.
3. Ask the coachee to reflect on other ways to improve the practice.
4. Provide resources to support implementation.



Constructive Feedback STARTER PHRASES

- Tell me a little bit about what you were thinking..
- One way I've observed this handled effectively is when ..."
- Something that you might try is....
- I once tried...



The Promise, The Challenge

