

Practice-Based Coaching for EC PBIS: Using Data Driven Coaching to Improve Classroom Practices

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Agenda

- ▶ Defining Coaching
- ▶ Purpose and Impact of Coaching
- ▶ Practice-Based Coaching Cycle
- ▶ Collaborative Coaching Partnerships
- ▶ Coaching Components
 - ▶ Shared Goals and Action Planning
 - ▶ Focused Observation
 - ▶ Reflection and Feedback
- ▶ Individual Classroom/Teacher Coaching
- ▶ Group Coaching
- ▶ Lessons Learned



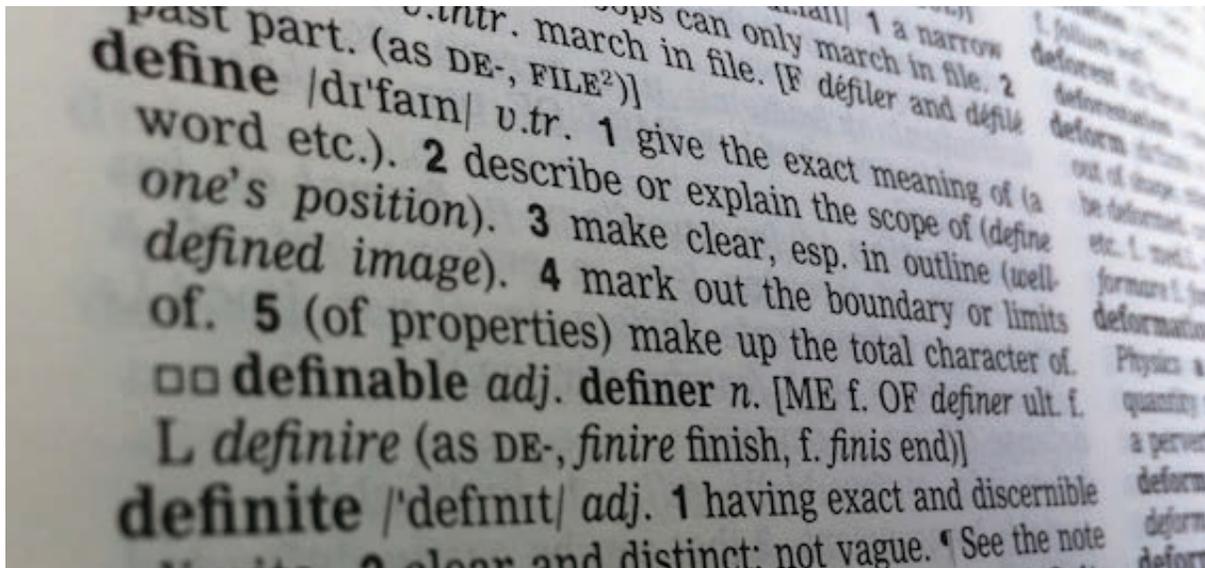
What is coaching?

- ▶ What do you think of when you hear the term “coaching”?



Coaching Defined

- ▶ Practice-based coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. Practice-based coaching occurs within the context of a collaborative partnership.



The Purpose of Coaching

- ▶ Strengthen effective teaching practices
- ▶ Essential Coaching Components
 - ▶ Shared Goals and Action Planning
 - ▶ Focused Observation
 - ▶ Reflection and Feedback



Estimated Coaching Impacts

	OUTCOMES		
TRAINING COMPONENTS	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.



Importance of training WITH coaching

The Teaching Pyramid Research Project found that...

- Most teachers needed training AND coaching to see changes in teaching practices – measured by significant growth in TPOT scores
- Teachers needed help identifying goals – it can be overwhelming to know where to start
- Teachers needed help finding and using materials for implementation

Effects of Coaching on Teacher Practices

Teaching Pyramid Observation Tool Total Scores by Group

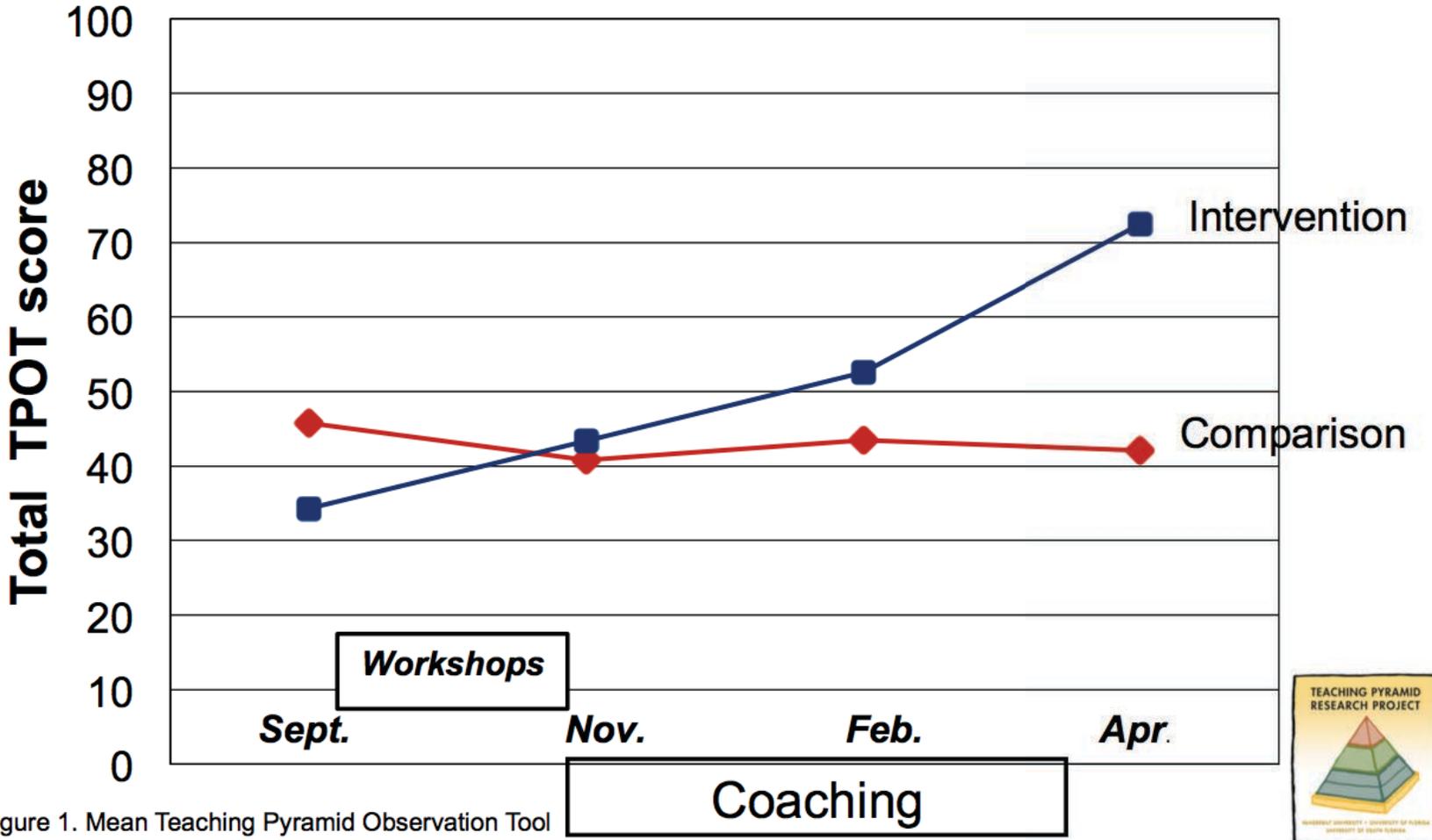
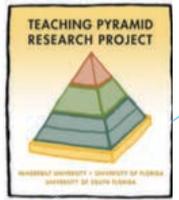


Figure 1. Mean Teaching Pyramid Observation Tool
Total number of TPOT indicators = 108.
Wave 4 [$t(40.03)=6.80, p<.001, \text{Cohen's } d=2.6$]



The Coaching Relationship

The coach is someone who guides another person to develop a new skill or build competence and expertise. (TACSEI website)

Coaching Is....

- A collaborative process
- Focused on building skills and competencies
- Reliant on observation and feedback
- Goal-directed
- Outcomes driven

Coaching Is NOT....

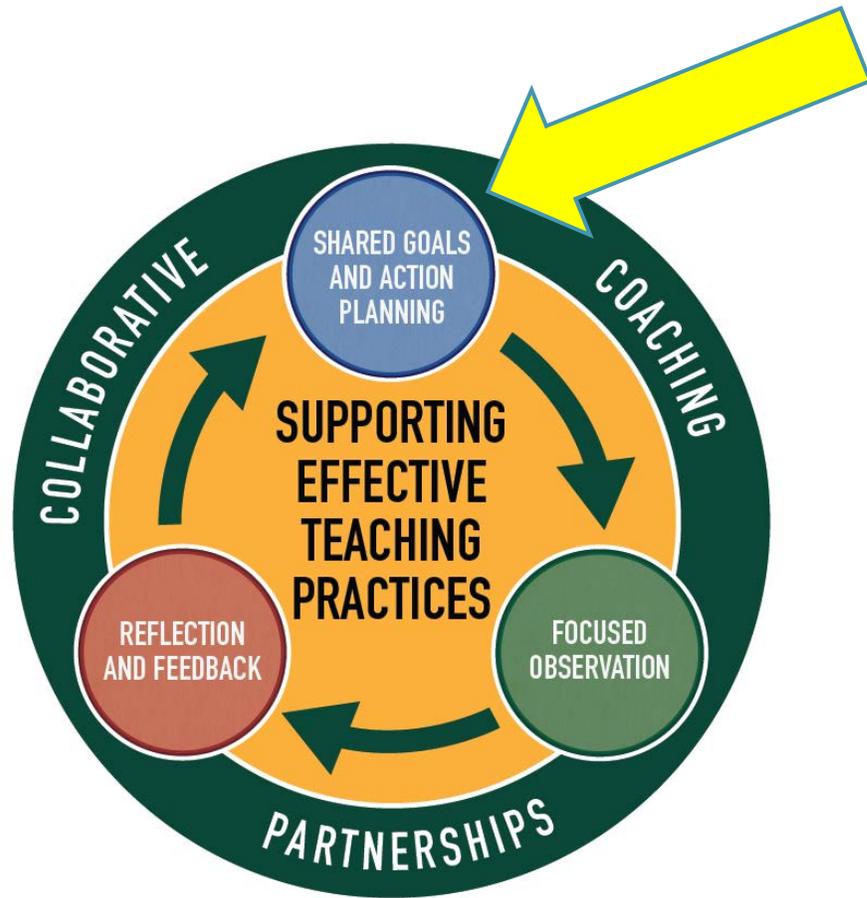
- Providing modeling only
- Supervision
- Training with classroom observation
- Providing tips

Characteristics of Collaborative Coaching Partnership

- ▶ Shared understanding of coaching
- ▶ Shared understanding of goals related to professional development
- ▶ Supportive
- ▶ Rapport and trust
- ▶ Ongoing communication
- ▶ Celebration of successes!



Shared Goals and Action Planning



- ▶ TPOT observation
- ▶ Self-assessment or Inventory of Practices
- ▶ Discuss data
- ▶ Set goals
- ▶ Action Planning

Using the TPOT



- Complete a TPOT early in the program year to get baseline data on a teacher's practices
- Review scores with teacher
- Set goals based on TPOT data
- Use goals to create an action plan
- Continually review TPOT data when updating goals and action plans
- Complete another TPOT later in the year to capture growth
- Celebrate successes!

High Quality Supportive Environments & Nurturing and Responsive Relationships



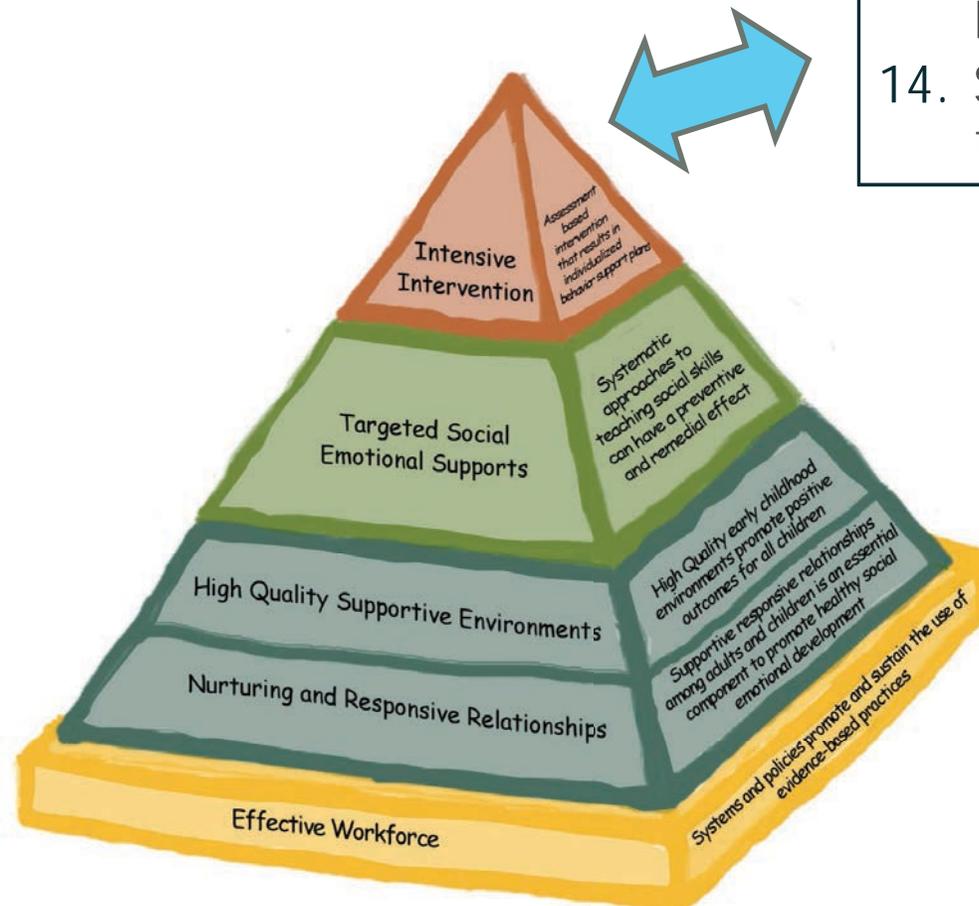
1. Schedules, Routines, and Transitions
2. Transitions Between Activities Are Appropriate
3. Teachers Engage in Supportive Conversations with Children
4. Promoting Children's Engagement
5. Providing Directions
6. Collaborative Teaming
7. Teaching Behavior Expectations
13. Connecting with Families

Targeted Social Emotional Supports



8. Teaching Social Skills and Emotional Competencies
9. Teaching Friendship Skills
10. Teaching Children to Express Emotions
11. Teaching Problem-Solving

Intensive Interventions



12. Interventions for Children with Persistent Challenging Behavior

14. Supporting Family Use of the Pyramid Model Practices

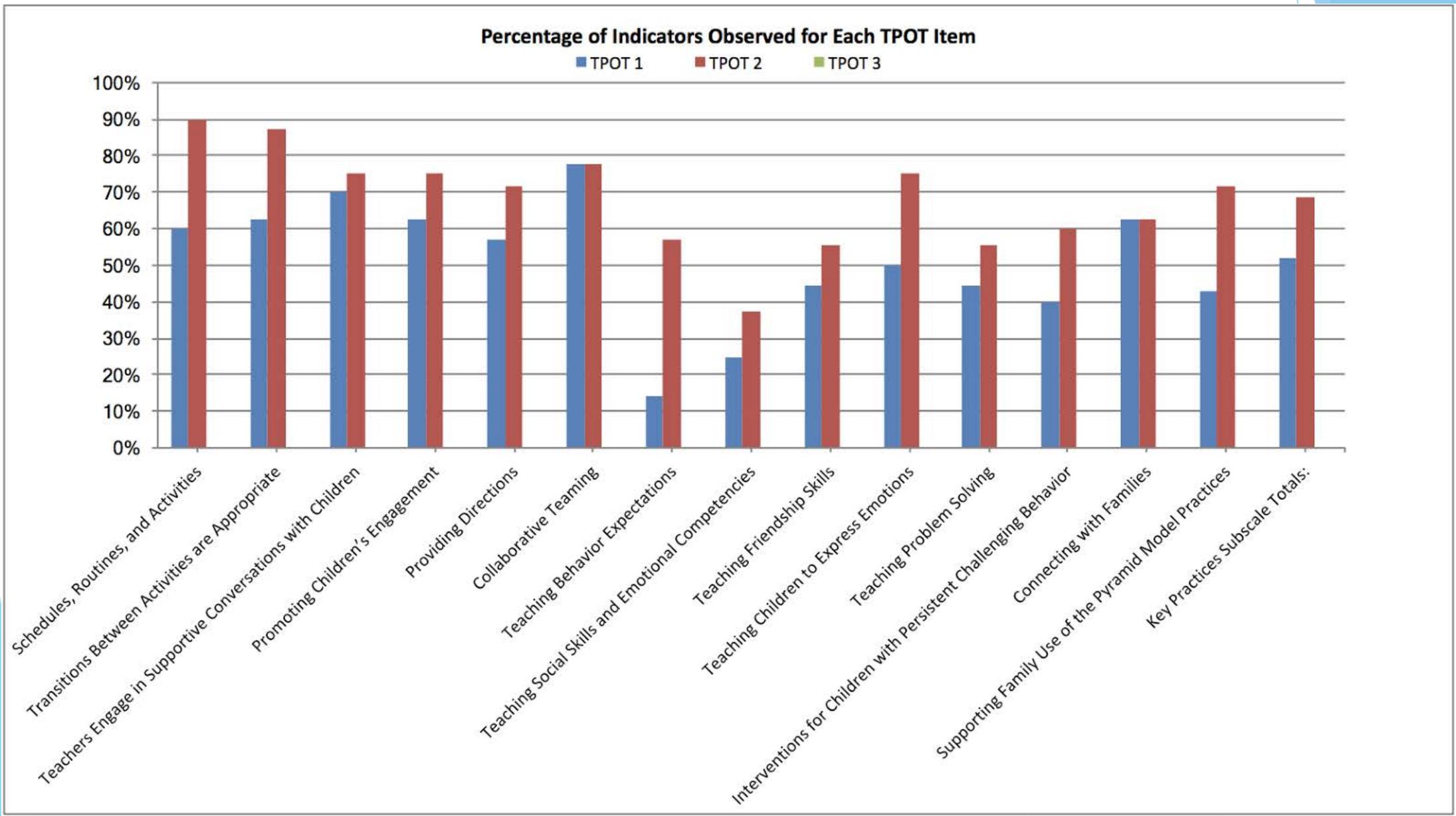
TPOT Example

Subscale 1. Key Practices						
TPOT Item	TPOT 1			TPOT 2		
	Date: 9/14/16			Date: 5/5/17		
	# yes	# no	%	# yes	# no	%
1 Schedules, Routines, and Activities	6	4	60%	9	1	90%
2 Transitions Between Activities are Appropriate	5	3	63%	7	1	88%
3 Teachers Engage in Supportive Conversations with Children	7	3	70%	6	2	75%
4 Promoting Children's Engagement	5	3	63%	6	2	75%
5 Providing Directions	4	3	57%	5	2	71%
6 Collaborative Teaming	7	2	78%	7	2	78%
7 Teaching Behavior Expectations	1	6	14%	4	3	57%
8 Teaching Social Skills and Emotional Competencies	2	6	25%	3	5	38%
9 Teaching Friendship Skills	4	5	44%	5	4	56%
10 Teaching Children to Express Emotions	4	4	50%	6	2	75%
11 Teaching Problem Solving	4	5	44%	5	4	56%
12 Interventions for Children with Persistent Challenging Behavior	2	3	40%	3	2	60%
13 Connecting with Families	5	3	63%	5	3	63%
14 Supporting Family Use of the <i>Pyramid Model</i> Practices	3	4	43%	5	2	71%
Key Practices Subscale Totals:	59	54	52%	76	35	68%

Subscale 2. Red Flags						
15-31 Red Flags	# yes	# no	%	# yes	# no	%
	3	14	18%	1	16	6%

Subscale 3. Responses to Challenging Behavior						
32 Using Effective Strategies to Respond to Challenging Behavior (Enter 0 or 1)	Yes	No	No Incidents Observed	Yes	No	No Incidents Observed
	0	0	1	0	0	1

TPOT Example

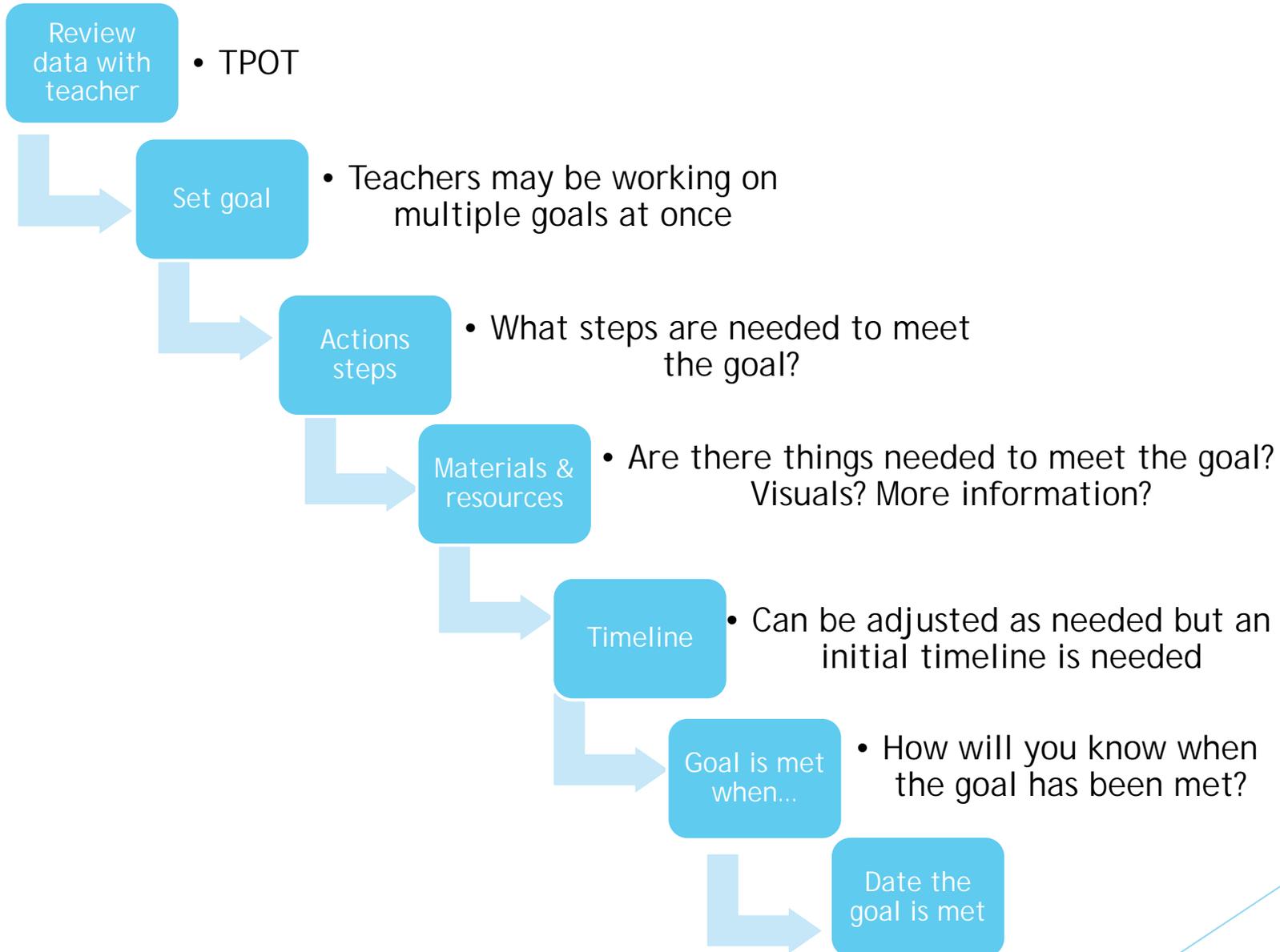


Goal Setting

- Collaborative process
- Road map of coaching
- Specific, observable, and achievable with a defined time frame
- Revisit goals at every coaching observation and meeting



Putting Goals into an Action Plan



Teacher: _____

Action Plan

Date: 11/8/16

Teaching Practice Action Plan

The goal I will work on in my classroom:

Implement the 3 bee expectations (be safe, be kind, and be a worker) in the classroom.

Steps to achieve this goal:

Resources needed:

Timeline:

1. Meet with teaching team to discuss the 3 bees and the visual supports needed.

Time with teaching team

11/15/16

2. Create a 3 bees poster with the expectations. Each expectation will have 3 examples and all examples will include a visual.

Computer, printer, poster board, glue, scissors, and laminator

12/2/16

3. Introduce the 3 bees visual poster to children at circle time.

3 bee poster

12/5/16

4. Throughout the day provide children with positive descriptive feedback that links their behavior to one of the expectations.

3 bee poster

Week of
12/12/16

Review

Date: _____

I know I **achieved this goal** because:

Children are following the expectations and teachers are providing positive descriptive feedback to children, linking their behavior to the expectations.

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

Focused Observation



- ▶ Gather and record information and data
- ▶ Use coaching strategies to support teacher's implementation

What Makes an Observation “Focused?”

F O C U S

Observations always includes:

- ▶ Gathering information guided by current action plan goal
- ▶ Recording information, being mindful about what you are seeing – take notes, reflect, begin to plan feedback

Before Sharing Feedback

- ▶ Start your process of reflecting on what you saw
- ▶ Decide:
 - ▶ What support is needed next?
 - ▶ What feedback are you going to provide?
 - ▶ Supportive feedback
 - ▶ Corrective feedback
 - ▶ Any reminders needed for previously met goals?



Coaching Strategies for Focused Observations

- Watch teacher and take detailed notes (*done at every observation*)
- Collect data (*done at every observation*)
- Engage in problem-solving discussion
- Engage in a reflective conversation
- Provide supportive and corrective* performance feedback (verbal)
- Deliver side-by-side support (verbal or gestural)
- Model target practices
- Videotape teacher
- Modify environmental arrangement
- Provide other help in classroom

Reflection and Feedback

- ▶ Teacher and Coach reflect
- ▶ Supports implementation of new practices
- ▶ Provides encouragement towards goals



Feedback should be FAST

- Frequent: Do it at every coaching session
- Accurate: Descriptive of observed or verifiable behavior and facts (based on data); *not* evaluative of the person based on assumptions, interpretations, generalizations or judgments.
- Specific: related to a specific, observable or verifiable behavior, action, event, or result
- Timely: close to the event



From: University of Leeds (n.d.) Developing people through effective workplace coaching.

Types of Feedback

- ▶ Supportive Feedback

- ▶ Based on teacher's completion of correct examples of coached practices OR general positive aspects of teacher's behavior
- ▶ Always include data based on the observation or specific Action Plan goals

- ▶ Corrective Feedback

- ▶ Based on implementation fidelity with focus on specific goals

Coaching Strategies for Reflection and Feedback

- ▶ Engage in problem-solving discussion
- ▶ Engage in a reflective conversation
- ▶ **Review goals** (*done at every coaching meeting*)
- ▶ **Update action plan progress** (*done at every coaching meeting*)
- ▶ **Provide supportive and corrective* performance feedback** (*done at every coaching meeting*)
- ▶ Model target practices
- ▶ Role play
- ▶ Review teacher's video
- ▶ Share a video demonstration
- ▶ Help teachers use/ interpret data
- ▶ Provide materials or resources

Individual/Classroom Coaching

- ▶ Classroom is assessed using an observation tool, such as the TPOT
- ▶ Coach debriefs the classroom assessment results with the teacher or entire classroom team
- ▶ Coach and teacher/teaching team create a goal based on the observation data
- ▶ Monthly, or more frequent, observations are conducted by the coach
- ▶ Coach and teacher/teaching team meet after each observation to review the action plan and progress
- ▶ Another classroom observation is conducted to assess growth over the year
- ▶ Coach and teacher/teaching team celebrate growth!

Individual Coaching Research

Professional Development Related to the Teaching Pyramid Model for Addressing the Social Emotional Development and Challenging Behavior of Young Children

Mary Louise Hemmeter, Patricia Snyder, Lise Fox, and James Algina

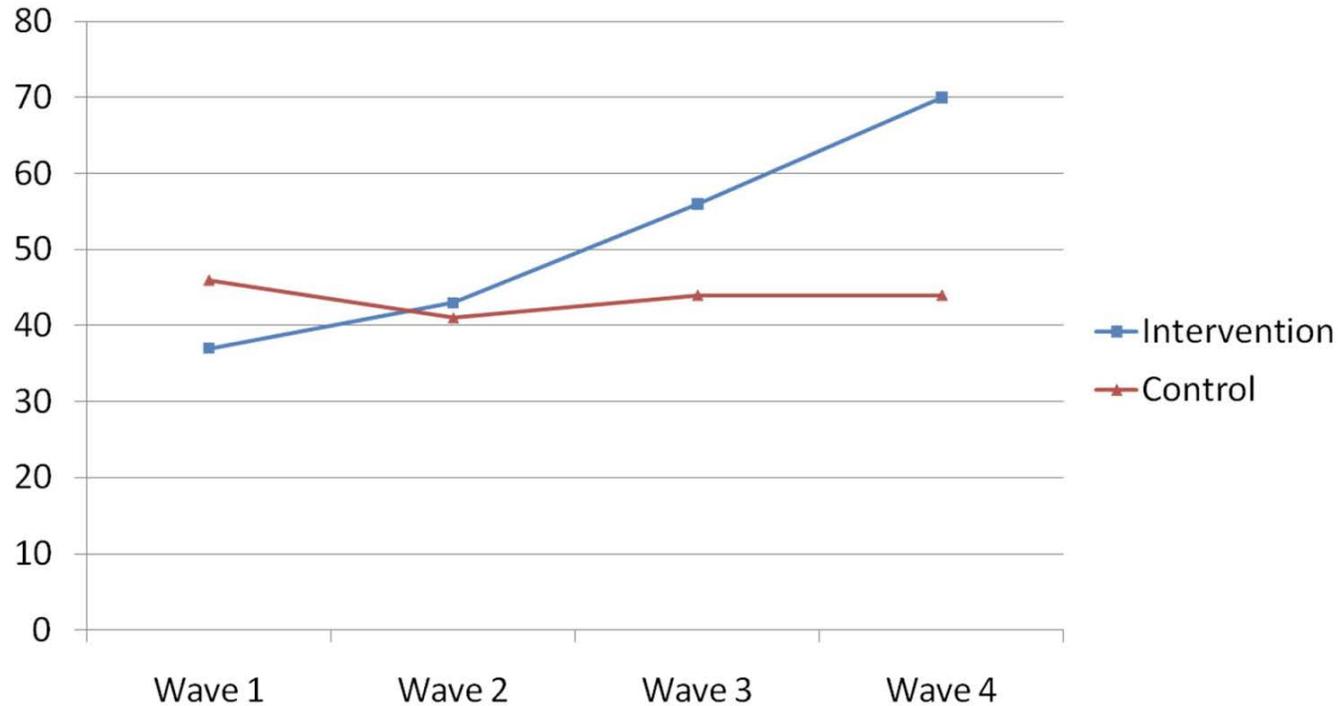


Figure 1. Mean Teaching Pyramid Observation Tool implementation scores across waves by experimental condition. Total number of TPOT indicators = 108. Statistically significant and noteworthy differences at Wave 4 [$t(40.03)=6.80, p<.001, \text{Cohen's } d=2.6$]

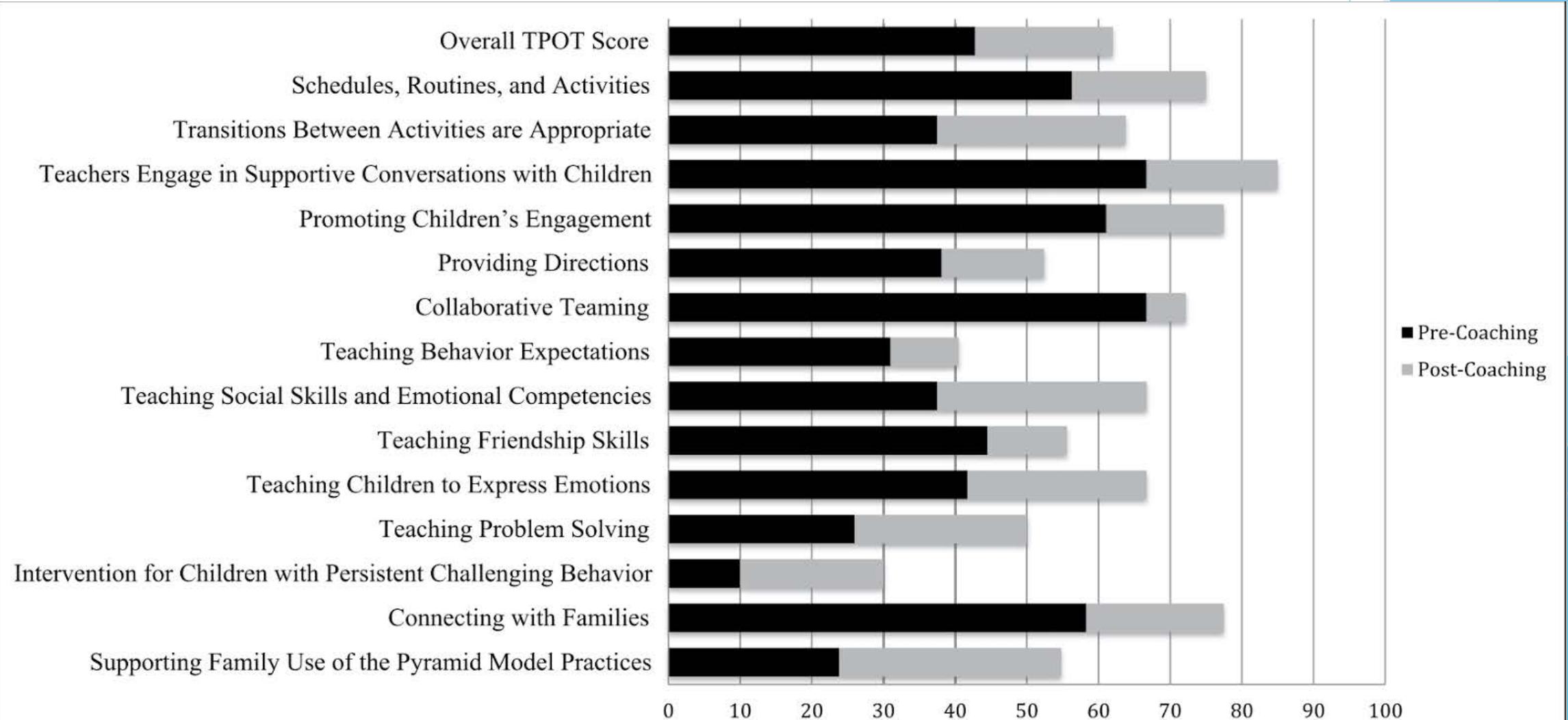
Group Coaching

- ▶ Classrooms are assessed using an observation tool, such as the TPOT
- ▶ Coach debriefs the classroom assessment results with the teacher or entire classroom team
- ▶ Group of teachers meet and review average classroom observation data
- ▶ Individual teachers or the whole group set a goal
- ▶ The group meets on a monthly basis to collaborate, review goal progress, and problem-solve challenges
- ▶ Another classroom observation is conducted to assess growth over the year
- ▶ Coach and teacher/teaching team celebrate growth!

Group Coaching Research

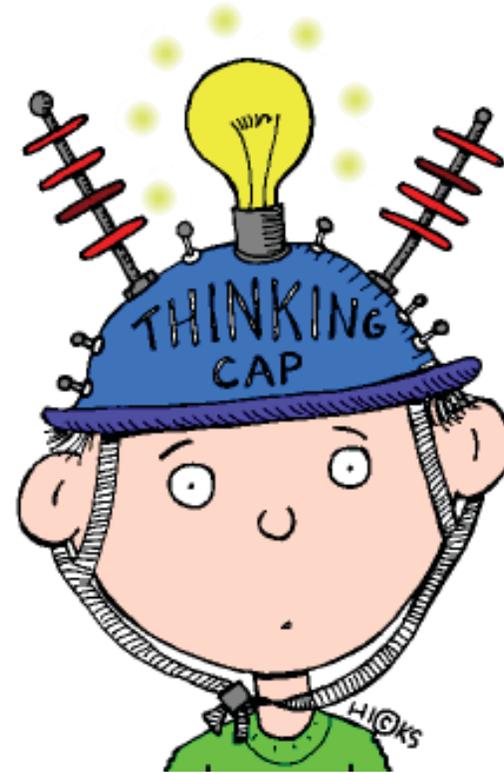
Group Coaching on Pre-School Teachers' Implementation of Pyramid Model Strategies

Angel Fettig, PhD, & Kathleen Artman-Meeker, PhD, BCBA-D



Coaching in Your Program

- ▶ Design a coaching model
- ▶ Address logistics and challenges
 - ▶ Who will coach?
 - ▶ How often will coaching occur?
 - ▶ How are coaches trained?
 - ▶ How can the budget support coaching?
- ▶ Clear communication with teachers and coaches
- ▶ Get feedback from teachers and coaches



Lessons Learned

- Teachers appreciate/enjoy coaching!
- Teachers experience TPOT data as a “Road Map” for growth
- Dedicated, out-of-classroom time for coaching
- Coaching the Teaching Team vs. the Lead Teacher
- Coaching model needs to be sustainable for the program
 - Group coaching
 - Select limited number of classrooms
- Debrief TPOT scores as soon as possible

Resources and Acknowledgements

- ▶ The Pyramid Model Consortium (links to most EC PBIS resources) - <http://www.pyramidmodel.org/>
- ▶ Head Start website (ECLKC) has Practice Based Coaching resources, not specific to PBIS - <http://eclkc.ohs.acf.hhs.gov/hslc>
- ▶ Brookes Publishing (TPOT tools) - <http://www.brookespublishing.com/>
- ▶ Teaching Pyramid Research Project, a collaborative project between Vanderbilt University, the University of Florida, and the University of South Florida

Questions?

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