The Role of Coaching to Support Evidence-Based Practices

LEARNER OBJECTIVES

• Understand the practice-based coaching model to support instructional practices
• Know the 3 coaching cycle components for supporting effective teaching practices
• Develop ideas for implementation of coaching model

PRACTICE-BASED COACHING MODEL

Coaching model to support quality teaching and child learning:
1. Focus on a teaching practice or set of teaching practices that support child learning
2. Include essential coaching “components” that support implementation of teaching practice(s) as intended

FOCUS ON TEACHING PRACTICES
TEACHER-CHILD INTERACTIONS ARE KEY

Teacher-child interactions are the components of classrooms that matter most to children's social and academic development.

INTENTIONAL APPROACHES

• More salient instruction
• More support
• More challenge

(G.Joseph, 2011)

Estimated Coaching Impacts*

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>OUTCOMES</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td></td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>+ Demonstration in Training</td>
<td></td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>+ Practice &amp; Feedback in Training</td>
<td></td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>+ Coaching in Classroom</td>
<td></td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

*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.

NCQTL PROFESSIONAL DEVELOPMENT
ESSENTIAL “COACHING” COMPONENTS

1. Developing goals and action plan based on needs assessment
2. Engaging in focused observation
3. Reflecting on teaching practice and getting feedback about teaching practice

Within a collaborative partnership

PRACTICE-BASED COACHING (NCQTL COACHING TEAM)

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.

FOCUS ON “HOUSE” TEACHING PRACTICES AND ESSENTIAL COACHING COMPONENTS

How teachers help children...

- Learn to solve problems and think creatively
- Get individualized feedback about their learning
- Develop more complex language

Focus on Teaching Practices  Essential “Coaching” Components
COMPONENT 1: GOAL SETTING AND ACTION PLANNING

- Needs assessment to identify priorities
- Set goals to specify priorities
- Action plan to guide coaching

ANALYZING QUALITY OF TEACHER-CHILD INTERACTIONS

<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Duration? Frequency? Intensity?</th>
<th>What do you currently see?</th>
<th>What would you like to see?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Modeling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NEEDS ASSESSMENT INFORMATION MIGHT BE GATHERED ABOUT

1. **how often** a teaching practice is used (frequency)
2. **how well** a teaching practice is implemented (quality)*
3. **how confident** a teacher is when using a teaching practice (self-efficacy)
4. **what a teacher believes** about how a practice impacts children’s learning (teacher beliefs)

SAMPLE SELF ASSESSMENT

<table>
<thead>
<tr>
<th>Frequent Conversation</th>
<th>I rarely do this</th>
<th>I do this often</th>
<th>I always do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open-Ended Questions</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repetition and Extension</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-and Parallel Talk</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Language</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*I would like to enhance...*
GOAL SETTING

– Select teaching practice(s) on which to increase confidence and competence
– Write a goal for each teaching practice

SAMPLE LANGUAGE GOALS

<table>
<thead>
<tr>
<th>Specific Planning: I will...</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ Learn about strategies that focus on “rare and juicy words” and try out these strategies during small group work time and meal time.</td>
<td>Learn more and try it out</td>
</tr>
<tr>
<td>~ Use post-it note reminders to intentionally use a variety of important words and plan ways for children to practice.</td>
<td>Do it more often</td>
</tr>
</tbody>
</table>

GOALS ➔ ACTION PLAN

• An action plan is developed to support the achievement of goals throughout the coaching process

Specific ★ Measurable ★ Achievable ★
Realistic ★ Timely

MY COACHING ACTION PLAN

Goal: Increase my use of advanced vocabulary across the day.

<table>
<thead>
<tr>
<th>Steps to achieve this goal:</th>
<th>What will I/we do?</th>
<th>WHAT do I/we need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and use “rare and juicy words” from books during small group work time and meal time.</td>
<td>Use dialogic reading strategies to support vocabulary growth.</td>
<td>Make “CAR” and CROWD* posters.</td>
</tr>
</tbody>
</table>

☐ I know I achieved this goal because:
☒ I am making progress toward this goal and will keep implementing my action plan
☒ I need to make changes to my plan to achieve this goal by revising the goal or change the action steps.
COMPONENT 2: FOCUSED OBSERVATION

- Gather and record information about teachers’ implementation of teaching practices outlined in goals and action plan
- Summarize or display data

GOAL: Increase my use of advanced vocabulary across the day.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Steps:</td>
</tr>
<tr>
<td></td>
<td>Juicey vocabulary</td>
</tr>
<tr>
<td></td>
<td>Bumblebees and body parts: nectar, abdomen, antenna, wings, legs, and thorax</td>
</tr>
<tr>
<td></td>
<td>Definitional vocabulary: nectar and definition of nectar: “The nectar is like flower juice.”</td>
</tr>
</tbody>
</table>

Reflection and Sharing Feedback

T. identifies what s/he wants to try/accomplish between coaching conversations and when the next conversation should be scheduled.

OBSERVATIONS

- Live
- Video
- Teacher self-monitors and gives feedback

ADVANCED LANGUAGE WITH MS. B
WHAT DID YOU NOTICE?

How did the teacher use **Advanced Language** in ways that supported and promoted children’s language development?

COMPONENT 3: REFLECTION AND FEEDBACK

- Reflect on observation
- Reflect on data
- Give/receive feedback that is supportive and constructive
- Support and problem-solve
- Identify additional supports and resources

USE DATA TO ANCHOR YOUR OBSERVATION & FEEDBACK

COACHING LOGS

- Identify Needed Change
- Identify Specific Action Steps
- Are Learning Opportunities Promoted?
SAMPLE COACHING LOG

Date | Needed Change | Action Steps
---|---|---
2/4/13 | Embed key vocabulary into meal time and activity settings. | 1. Identify key Tier 2 vocabulary to support book reading. 2. Prepare child-friendly definitions to increase word/concept understanding. 3. Plan for repeated readings to extend vocabulary practice.

Coaching & Instructional Priorities
Support Needs

<table>
<thead>
<tr>
<th>Support Needs</th>
<th>Low</th>
<th>Mid</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3 4 5</td>
</tr>
<tr>
<td></td>
<td>6 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COACHING CONSIDERATIONS

How Often? How Long? How Intense?

CALENDAR AND TIME FRAMES

Teachers
- Bi-weekly/Monthly Cycles
- Monthly Team Meetings
- PD Mini Sessions
- CLASS 2x’s a Year

Coaches
- Schedule Observations
- Monthly Coach Development Feedback Loops
- Identify and Deliver PD Mini Sessions
- Analyze CLASS Data for changes
PLANNING CONSIDERATIONS

- Calendar
- Coaching Schedules & Logs
- Observations
  - Live
  - Video
  - Self-Monitoring and Feedback
- Assessment
- Re-Adjustments

IMPLEMENTING QUALITY COACHING

- Select coaching model
- Train coaches about Practice-Based Coaching
- Ensure coaches know about and can support implementation of high-quality teaching and instructional practices

IMPLEMENTING QUALITY COACHING

- Ensure access to learning suites (such as those available through NCQTL), resources and support materials, including multiple video exemplars of teaching practice(s) and coaching implementation tool
- Provide ongoing support and feedback to coaches
- Evaluate implementation and impacts of coaching (did coaches implement coaching as intended, what are the outcomes of coaching)

GUIDING QUESTIONS TO CONSIDER

- What program policies, personnel, and practices will we need to consider before we implement coaching?
- How will we determine who needs coaching and what type and how much coaching they should receive?
GUIDING QUESTIONS TO CONSIDER

• How will we train and support coaches?
• How will we evaluate coaching implementation?
• How will we evaluate coaching impacts?

READY- GET SET- GO!

3 Challenges
2 Strategies
1 Activity

YOUR THOUGHTS

Questions? Successes?

THANK YOU! CA ECES

Marcie Bugera
Marcie.Bugera@stginternational.com

Therese Snyder
Therese.Snyder@stginternational.com

Resources:
NCQTL Inservice Suites for Professional Development
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/engage
NCQTL Practice-based Coaching
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.html
Coaching as a Key Component in Teachers’ Professional Development: Improving Classroom Practices in Head Start Settings, OPRE Report
Meaningful learning cannot be left to chance or instinct! ~ Ann S. Epstein, The Intentional Teacher