



# Coaching Models from the Field

## June 2017



# Coaching Models from the Field

*Job embedded coaching is taking place across Louisiana. Today we will hear from various programs about the success of their approaches.*

1. **Agenda for Children** - Resource and Referral Agency
2. **Northwestern State University** – Early Childhood Ancillary Certificate Program
3. **Rapides Early Childhood Network** – Pre-K Expansion Grantee
4. **Regina Coeli Head Start** – Head Start Program



# Agenda for Children's Coaching Model

# Our Tiered Technical Assistance Model

	<b>Tier 1: Commit</b>	<b>Tier 2: Prepare</b>	<b>Tier 3: Achieve</b>
<b>Participant activities</b>	<ol style="list-style-type: none"> <li>1. Commit to participate in coaching.</li> <li>2. Attend a Quality Improvement Orientation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Leaders &amp; teachers take online trainings.</li> <li>2. Leaders attend administrator trainings on CLASS and GOLD and complete Administrator Self-Assessment.</li> </ol>	Center teachers and leaders participate in active, on-site coaching, using the Practice-Based Coaching model
<b>Available coaching</b>	Basic coaching (web and phone-based)	Basic coaching & limited # of on-site coaching sessions	On-site coaching and consultation
<b>Available workshops</b>	Seminars	Targeted workshops & seminars	Targeted workshops & seminars



# Practice Based Coaching (PBC)

## PBC Core Values

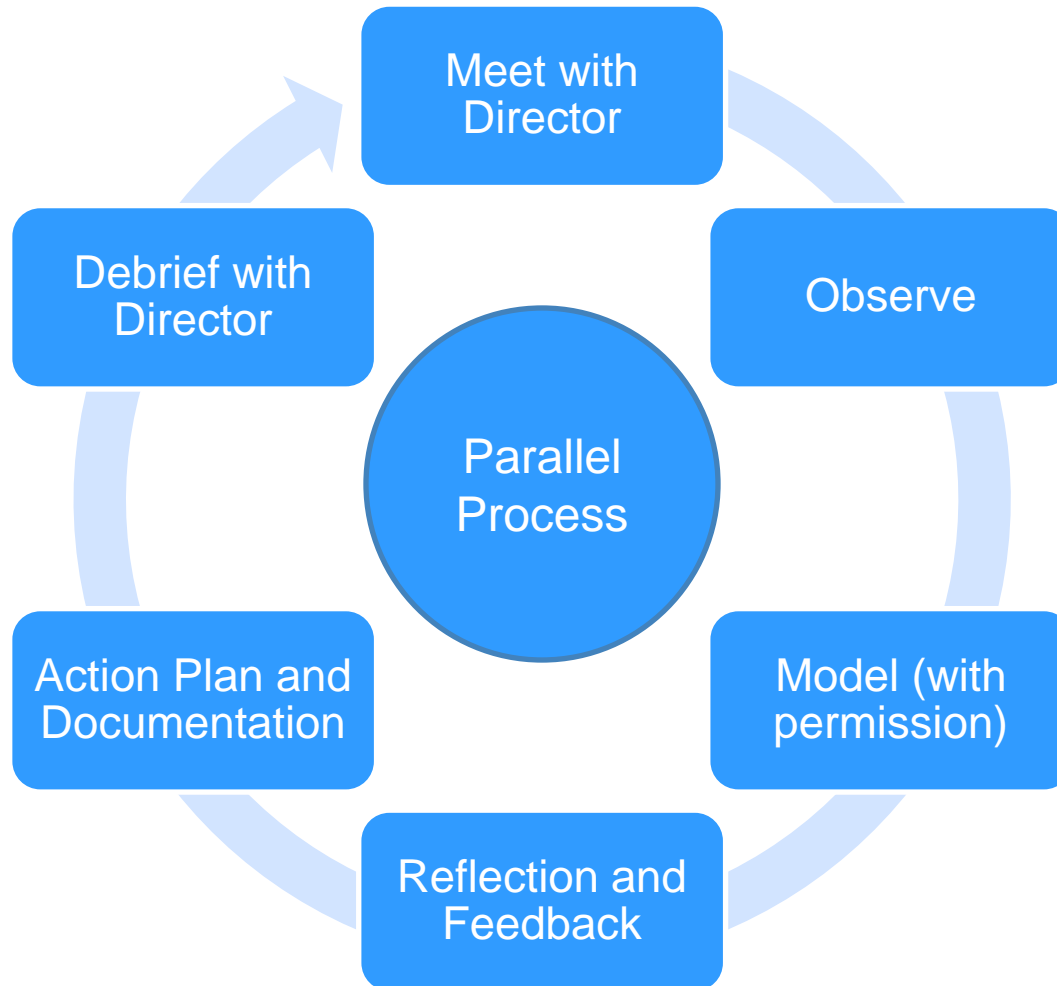
- Collaborative
- Teacher-Led

## Tools of the PBC Trade

- Shared Goals & Action Planning
- Focused Observations
- Reflection and Feedback



# Coaching Cycles and Coaching Sessions





# III | NORTHWESTERN STATE

## Child and Family Network CDA Gateway Ancillary Teacher Certification Program

### Coaching Visits:

- Scheduled visits (time allotted is based on program and individual need)- on average, participants are visited monthly, with additional support through phone calls, emails, and chat functions (ex: Remind app)
- Assignment follow up (hands-on activities)
- Observation and feedback
  - CLASS observations are conducted at the beginning of Course I
  - Periodic observation to ensure assimilation of coursework to classroom
- Modeling – based on assignments and teacher schedules
- Videos and planned tours to other classrooms
- Facilitated small group discussions
- Encouragement and support for problem solving
- We have 7 Coaches that meet weekly to discuss progress, coaching methods, activities, and assignments.

## Child and Family Network CDA Gateway Ancillary Teacher Certification Program

### Coaching Model Example

**Classwork:** *Working with Young Children* Chapter 4 (pgs. 62-85):

Emphasize *Areas of Development* pgs. 65-66 and *Brain Development* pgs. 68-70. Brainstorm common activities in early childhood classrooms and identify the domains developed through the activities. Relate to CLASS

Complete **Student Workbook** pg. 27 **Activity A: Understanding Development.**

**Assignment:** Students plan activities to incorporate each of the developmental domains prior to a coaching visit.

### **Coaching Practice Experience Objectives:**

- Observe the teacher's use of activities to focus on the various domains to assess understanding of the ways activities contribute to the child's development.
- Identify and apply examples of the developmental domains in selected activities.
- Explain how one activity can incorporate several or all domains.



# III | NORTHWESTERN STATE

## Child and Family Network CDA Gateway Ancillary Teacher Certification Program

### Teacher Progress is Determined by:

- Able and willing to engage in self reflection
- Thorough classroom observations, data from CLASS scores, and TS GOLD documentation
- Willingness to engage in collaborative problem-solving process and willing to try new practices
- Tracking increased enrollment and successful completion of CDA courses and certification



Rapides Early Childhood Network

Preschool Expansion Grant

Coaching Panel for Teacher Leader Summit

2017



# Our Journey


<b>Year 1</b> <b>2013-2014</b>	<b>Year 2</b> <b>2014-2015</b>	<b>Year 3</b> <b>2015-2016</b>	<b>Year 4</b> <b>2016-2017</b>
10 Child Care Centers, Head Start, Early Head Start, Public Pre-K	25 Child Care Centers, Head Start, Early Head Start, Public Pre-K	35 Child Care Centers, Head Start, Early Head Start, 4 Preschool Expansion Grant Classes in Diverse Delivery, Settings, Public Pre-K	35 Child Care Centers, Head Start, Early Head Start, 5 Preschool Expansion Grant Classes in Diverse Delivery, Public Pre-K
Training/PD in CLASS and TSG	Training/PD in Class and TSG	Training/PD on Monday nights from 6-9 in Instructional Support, TSG, and Conscious Discipline	Training/PD on Monday nights from 6-9 in Instructional Support, TSG, and Conscious Discipline, CLASS MMCI for Pre-K lead teachers (three and four year olds)
No coaches	1 part-time coach	2 Instructional Coaches hired through PEG funds	Additional Instructional Coach hired with Title I funds
		Built relationships through helping teachers with TSG; Got to know teachers and directors and gain trust; Once we formed relationships, we were able to coach them in CLASS; In the past, we would find out about new teachers when we went back to the center. Now, the director calls to inform us and schedule coaching.	Being in a large, spread out parish with centers and schools 60 miles apart, we learned we need to be a team and coach at any center in the area.  Moved from on the surface, guarded conversations to open, honest discussions about CLASS data, next steps, and how to improve adult-child interactions.

- Visits
  - Child Care Centers are divided between coaches, but anyone will help where needed
  - Preschool Expansion Classes receive weekly coaching
  - Coaching is scheduled before and after each CLASS observation to give suggestions for improvement and reflective coaching based on observation feedback
- Teacher Investment
  - Professional development is tailored to the needs of the teachers and directors
  - Follow-up coaching to help implement strategies and materials
  - Meaningful real-life approaches that help teachers be more successful
  - 75% of the child care centers committed to 18 hours (6 consecutive Mondays from 6-9 p.m.) of training in Conscious Discipline
- Teacher Progress
  - Formal and informal CLASS observations
  - Are they implementing new strategies?
  - Are they using the materials/resources that were given to them?
- Supervision/Evaluation
  - Daily conversations
  - Weekly staffing (usually on Fridays)
  - Calendar on Google Drive
  - Improvement in CLASS scores
  - Tailored to needs of individual teachers based on data



Lisa is a director at a child care center in Rapides parish. She was unsure about coaches coming into her center, but now she calls them when she wants help.



- 
- ▶ Cindy Rushing, Early Childhood Coordinator  
[cindy.rushing@rpsb.us](mailto:cindy.rushing@rpsb.us)
  - ▶ Patti Jo Pearson, Early Childhood Facilitator  
[patti.pearson@rpsb.us](mailto:patti.pearson@rpsb.us)
  - ▶ Christa Mayo, Early Childhood Instructional Coach  
[christa.mayo@rpsb.us](mailto:christa.mayo@rpsb.us)

# Regina Coeli Child Development Center Early Head Start & Head Start

Goals for Implementing Practice Based Coaching (PBC) & Teachers Learning & Collaborating (TLC) Coaching Models:

- Improve Child Outcomes in Developmental Domains
- Improve Quality of Child/Teacher Interaction for Children
  - Improve Quality of Teaching Practices
  - Increase Teacher Retention (1<sup>st</sup> year)
    - Increase CLASS Scores
- Develop Quality Professional Development Plans



# Practice Based Coaching (PBC) Model

- Intensive, research based/one on one coaching
- Specific, observable goals based on CLASS data
- Reflection, sharing, feedback, based on mutual goals and respect

## Criteria Used to Select PBC Participants:

- Newly Hired Staff
- Observation Results
- Staff Requests &/or Supervisor Requests

Six PBC Coaches – Each Coach Maintains a Caseload of 3 Participants Throughout the Program Year

Two Visits Per Month Per Participant

# Teachers Learning & Collaborating (TLC) Model

- Group Format Based on Respect & Confidentiality
  - Focus on Teaching Practices
- Use Video Recording, Reflection, & Group/Individual Feedback
  - Research Based

## Criteria Used to Select TLC Participants:

- Interested Education Staff, including Teachers, Teacher Assistants, Resource Assistants, & Home Visitors

Three TLC Coaches- Each Coaches a Group of 8-10 Participants  
The TLC Groups Meet Twice a Month Throughout the Program  
Year